

# LA Gang Violence



## PARENT WORKBOOK

California Department of Justice

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# Foreword

Parents often lack factual information about gangs. Many gang members have become knowledgeable about the law, and as a result, have minimized their visibility – in the past, there was a high level of pride associated with the display of gang symbols (i.e., style of clothing, tattoos, hand signs), today it is no longer easy to identify a gang member. As a result, a growing number of youth are being recruited into gangs without the awareness of parents, teachers, law enforcement officers or community members.<sup>1</sup>

In a representative sampling of 9<sup>th</sup> and 11<sup>th</sup> graders, the California Attorney General's 2007-2008 California Student Survey found 7 to 8 percent identified themselves as gang members.<sup>2</sup> A recent national report found an increase in the presence of gangs at schools nationwide, as reported by students, from 21 percent in 2003 to 24 percent in 2005.<sup>3</sup> Taking the data into account, it is essential that parents are empowered to address the growing problem of youth gang violence.

This supplemental Anti-Gang Violence Parenting Curriculum will provide tools for parents to address this issue with their children through increased awareness, behavior modification and resources to support the family in making positive changes.

The curriculum consists of five two-hour sessions that addresses the seven criteria outlined by the Welfare and Institutions Code section 727.7.<sup>4</sup> The curriculum was pilot-tested with at-risk and high-risk families in Orange County who were impacted by gang violence.

Development of the Anti-Gang Violence Parenting Curriculum was funded by the California Attorney General's Office. Expertise was provided by members of an Ad-Hoc committee convened by the Attorney General's former Crime and Violence Prevention Center in June 2008, which was used by the contractor, the Orange County Office of Education, to develop this workbook.

California Attorney General's Office

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<sup>1</sup> Report on the Conditions of Children in Orange County, 2007.

<sup>2</sup> Austin, G. and Skager, R. Highlights - 12th Biennial California Student Survey, 2007-2008. Sacramento: Attorney General's Office.

<sup>3</sup> US Department of Education, National Center for Educational Statistics, 2007, Indicators of School Crime and Safety.

<sup>4</sup> AB 1291, Mendoza, 2007.





## Session 1

# Effective Communication with Adolescents

## Objectives

- Learn about the different types of communication in a family system
- Identify community resources to support the family system

## Introduction and Grounding

Pair up with another family and ask the following questions:

- What is your name?
- What do you hope to obtain from this workshop?
- What does communication mean to you?

## Educational Component

1. Review *10 Tips on Teens* on page 2
  - a. Identify at least 3 tips that you and your child have established at home
  - b. Choose at least 3 tips that you plan to use with your child at home
2. Review *Building Blocks to Effective Communication* on page 3
3. Brainstorm Community Resources in your area



# 10 Tips on Teens

1. **Let Teens Know You Are Willing To Just Listen** to their ideas without making judgments. Ask questions sparingly.
2. **Be Accessible.** Teens often blurt things out or want to talk at strange or inconvenient times. Be ready to listen anytime, anywhere.
3. **Try Not To Be Defensive.** When teens make generalizations or critical remarks, do not take them personally. They are opportunities for discussion.
4. **Give Straight Forward Advice Or Feedback On Important Issues** such as sex, drinking and drugs, but do not keep repeating it. They need to hear you and they do hear you, even if they pretend indifference.
5. **Talk About Yourself Sometimes Instead Of The Teen.** They hate to be the only topic of discussion.
6. **Set Up And Use Family Time To Your Full Advantage.** Get input from each person on rules as well as on the consequences of breaking rules. Sign agreements, try them out; modify as needed. Relax and have fun.
7. **Give Lots Of Praise And Positive Feedback.** Show care and concern. Teens need to hear the “good stuff” just like the rest of us. They need to know you love them for who they are inside, as well as what they can do.
8. **Give Them Responsibilities With Every Privilege;** that’s real life. Make them earn what they want and differentiate between wants and needs.
9. **Teach Them To Deal With Information And Make Decisions.** Teach them to think critically about what they see or hear, as well as how to sort out and prioritize information and to accept the consequences of their choices.
10. **Eat Together.** Provides family time to talk and foster feelings of warmth, love, and belonging.





# Building Blocks

## To Effective Communication

### VERBAL

| Building Block            | Strategy                                                                                                                      | Situation                                                                                                  | Adult Response                                                                 |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Listening</b>          | Focusing on the present; not bringing up past problems or mistakes; allowing your child to express anything.                  | Dad, it has been a terrible day. Absolutely horrible. I really messed up!                                  | Would you like to tell me about it? I'll just listen.                          |
| <b>Active Listening</b>   | Reflecting what another says; paraphrasing a person's words. Asking for more information.                                     | You won't believe what she said and did to me. I'll never be her friend again!                             | You sound very angry with her. Is that right? Would you like to talk about it? |
| <b>Praising/Affirming</b> | Recognizing efforts rather than the results. Finding the positive to express.                                                 | Check out my school project!                                                                               | You worked so long and so hard on the project. It looks great!                 |
| <b>Feeling</b>            | Sharing feelings such as anger, joy, and frustration; using "I" statements.                                                   | I hate you!                                                                                                | I love you and feel very sad when you say that.                                |
| <b>Respecting</b>         | Letting others make decisions; avoiding judging and advising; trying to help him/her make his/her own decisions.              | Mom, I don't know what to do. He says he will break up with me if I don't go all the way.                  | What can I do to help you with this tough decision?                            |
| <b>Trusting</b>           | Being consistent; asking for input and understanding that children need to learn in their own way even if they make mistakes. | She is a good driver. She is careful and makes everyone wear a seat-belt. Can I ride to the lake with her? | I know I can trust you and you have good judgment.                             |

### NON-VERBAL

|               |                                                             |                                                                                                                                     |                                                                                              |
|---------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>ACTING</b> | Finding physical ways to show care, concern, and attention. | Your child comes home from school, slams the door shut, drops his/her clothes on the floor, kicks the cabinet, and turns on the TV. | 1) Making eye contact; 2) Touching when appropriate; 3) Hugging; 4) Staying near the person. |
|---------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|



# Role Play

## And Review

### Skill Reinforcement:

In addition to the two strategies listed below, what are the three most important building-block strategies for you in communicating with your child?

- a. Use of "I" Statements
- b. Being an active listener
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Practice the 5 Strategies Listed Above:

Role Play Example:

1. **Teen:** "I'm too dumb to do algebra – I'll never get this stuff."

**Parent:** "You are worried that you aren't smart enough to understand algebra?"

**Teen:** "Yeah. Sometimes I think I'm the only one who doesn't get it."

**Parent:** "I think you are smart. Let's try to find a solution together."

### Write a real-life situation using your building-block strategies:

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### Review and Wrap-Up

- Complete at home *Building Blocks to Effective Communication* on page 5
- Complete at home *Community Resources* on page 6



# Building Blocks To Effective Communication

## WORKSHEET 1

### VERBAL

| Building Block            | Strategy                                                                                                                      | Situation | Adult Response |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------|----------------|
| <b>Listening</b>          | Focusing on the present; not bringing up past problems or mistakes; allowing your child to express anything.                  |           |                |
| <b>Active Listening</b>   | Reflecting what another says; paraphrasing a person's words. Asking for more information                                      |           |                |
| <b>Praising/Affirming</b> | Recognizing efforts rather than the results. Finding the positive to express.                                                 |           |                |
| <b>Feeling</b>            | Sharing feelings such as anger, joy, and frustration; using "I" statements                                                    |           |                |
| <b>Respecting</b>         | Letting others make decisions; avoiding judging and advising; trying to help him/her make his/her own decisions               |           |                |
| <b>Trusting</b>           | Being consistent; asking for input and understanding that children need to learn in their own way even if they make mistakes. |           |                |

### NON-VERBAL

|               |                                                             |  |  |
|---------------|-------------------------------------------------------------|--|--|
| <b>Acting</b> | Finding physical ways to show care, concern, and attention. |  |  |
|---------------|-------------------------------------------------------------|--|--|



# Community Resources

## WORKSHEET 2

### Alcohol/Drug Abuse Help

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### Anonymous Gang Tip Hotline

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### Family Planning Services (including HIV and STD testing)

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### Graffiti Hotline

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### Hospital

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### Job Training

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### Library

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |



# Community Resources

## WORKSHEET 2

*Continued from page 6*

### **Mental Health Care**

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### **Parent Center**

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### **Public Transportation**

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### **Victim Services**

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### **Violence Prevention**

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |

### **Youth Recreation Center**

|                              |         |
|------------------------------|---------|
| Business Name                | Phone   |
| Street Address/City/ ST/ ZIP |         |
| email                        | Website |



## Session 2

# Identification of Adolescents' Drug Activities

## Objectives

- Explore classifications of drugs, including their names, effects, and paraphernalia
- Recognize signs of drug activity by adolescents
- Discover the connection between drugs and gangs
- Learn tips for reducing and preventing drug use by adolescents

## Introduction and Grounding

- Complete *Assessing Your Family's Drug Attitude* worksheet on page 9

## Educational Component

1. Review different classifications of drugs
  - a. Complete the corresponding notes pages based on the information presented
2. Determine the most common drugs used by youth
3. Review behaviors that may indicate that a youth may be using drugs
4. Discuss some tips and ideas on what a parent can do



# Assessing Your Family's Drug Attitude

## WORKSHEET 1

1. What is your family's attitude towards tobacco, alcohol and other drugs? Is use of certain kinds of drugs tolerated? Is use okay as long as it is not in the house?
2. How is your family's attitude demonstrated? Do you reach for an alcohol beverage when you come home from work? Do you take painkillers? Do you ignore your child's drinking or smoking?
3. How does your family's attitude towards tobacco, alcohol and other drugs impact your child?
4. How do you communicate your family's attitude towards drugs to your children? How often and at what age?



# Drug Classifications

Please complete each section during the Drugs and Gangs presentation.

## DEPRESSANTS

|                          |
|--------------------------|
| Names                    |
| Effects                  |
| Potential Health Effects |
| How Used                 |

## ALCOHOL

|                          |
|--------------------------|
| Names                    |
| Effects                  |
| Potential Health Effects |
| How Used                 |

## STIMULANTS

|                          |
|--------------------------|
| Names                    |
| Effects                  |
| Potential Health Effects |
| How Used                 |

## NARCOTICS

|                          |
|--------------------------|
| Names                    |
| Effects                  |
| Potential Health Effects |
| How Used                 |





# Drug Classifications

*Continued from page 10*

## HALLUCINOGENS

Names

Effects

Potential Health Effects

How Used

## CANNABINOIDS

Names

Effects

Potential Health Effects

How Used

## INHALANTS

Names

Effects

Potential Health Effects

How Used



# High Usage Drugs

## By Youth

**What are the most common drugs used by youth?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# What to Watch For

## Drug Paraphernalia:

*What is it?* \_\_\_\_\_  
 \_\_\_\_\_

## Drug Lingo:

*Examples:* \_\_\_\_\_  
 \_\_\_\_\_

Changes in behavior associated with drug use:

1. Changes in friends
2. Negative changes in schoolwork, missing school, declining grades
3. Increased secrecy about possessions or activities
4. Use of incense, room deodorant, or perfume to hide smoke or odors
5. Subtle changes in conversations with friends, using more secretive or "coded" language
6. Change in clothing choices - new fascination with clothes that highlight drug use
7. Increase in borrowing money
8. Evidence of drug paraphernalia such as pipes, rolling papers, etc.
9. Evidence of use of inhalant products (such as hairspray, nail polish, correction fluid, common household products); rags and paper bags are sometimes used as accessories
10. Bottles of eye drops, which may be used to mask bloodshot eyes or dilated pupils
11. New use of mouthwash/breath mints to cover up smell of alcohol
12. Missing prescription drugs - especially narcotics/mood stabilizers



# Parents

## What You Can Do

Parents, you are the first line of defense when it comes to your child's drug use or drinking. And you do make a difference! There are some simple steps you can take to keep track of your child's activities. Of course, your child might not like you keeping tabs on where he or she is and what he or she is doing. It won't be a democracy and it shouldn't be, according to many parenting experts. In the end, it's not pestering, it's *parenting*.

1. Set rules
2. Praise and reward
3. Know where your teen is and what he or she will be doing
4. Talk to your teens
5. Keep them busy - especially between 3:00 p.m. to 6:00 p.m.
6. Check on your teenager
7. Establish a "core values statement" for your family - establish a clear family position on drugs and repeat it often
8. Be a good example
9. Spend time together
10. Take time to learn the facts about drugs and alcohol
11. Get to know your teen's friends (and their parents)
12. Stay in touch with your child's adult supervisors



# Drugs and Gangs

1. Teens who use drugs are almost twice as likely to engage in violent behavior, steal, abuse other drugs, and join gangs, as compared to teens who do not use drugs<sup>5</sup>
2. Early use of marijuana - the drug most widely used by teens - is a warning sign of later gang involvement<sup>6</sup>
3. Gangs may be involved in the use, production, and trafficking of illegal drugs
4. Gangs use youth to sell and traffick illegal drugs

## Skill Reinforcement

- Play “Who Wants to be a Millionaire?”

## Review and Wrap-Up

- Complete *Taking a Stand at Home* on page 16

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<sup>5</sup> *Gangs: A Community Response*, California Attorney General’s Crime and Violence Prevention Center.

<sup>6</sup> Ibid.



# Taking a Stand at Home

## WORKSHEET 2

1. Considering your family's current attitudes towards drugs, what are some changes you may want to make at home?

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2. Establish 3 goals relating to your family's drug and alcohol use that you can begin to work on over the next week and beyond.

*Example:* "I will not grab an alcoholic beverage when I first get home from work, but will have a glass of water instead."

1. 

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2. 

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3. 

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## Session 3

# Identification of Adolescents' Gang Activities

## Objectives

- Learn about different types of gangs and indicators of gang membership
- Recognize warning signs your child may be involved in a gang
- Explore tips for reducing and preventing your child's involvement in gang activity

## Introduction and Grounding

- Complete *Why Join A Gang?* on page 18

## Educational Component

1. Review the different types of gangs in California and indicators of gang membership
  - a. Complete corresponding note pages based on the information presented
2. Learn how (and why) kids join gangs
3. Identify signs that your youth maybe in a gang
4. Discuss what parents can do to prevent gang involvement



# Why Join a Gang

## WORKSHEET 1

Why would someone join a gang? List as many possible reasons as you can.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_





# Types of Gangs in California

Complete each section based on the “Gangs and Teens” presentation.

African-American

Asian

Hispanic

White

Taggers

High-Risk Groups

Local Statistics



# Indicators of Gang Membership

Complete each section based on the “Gangs and Teens” presentation.

Nicknames

Attire

Hand Signs

Graffiti

Jewelry

Weapons

Tattoos



# Indicators of Gang Membership

*Continued from page 20*

Complete each section based on the “Gangs and Teens” presentation.

Body Modifications

Gang Slang

Photographs

Music

Technology

Other Signs



# How Youth Join Gangs

“Jump-In” – Beaten, “jumped” by other gang members

“Sexed-in” – Females perform sexual acts with multiple gang members

“Walked-in” – Sponsored by an existing gang member, generational members

“Crimed-in” – Commit crime to show loyalty; ranges from shoplifting to vandalism to murder



# Signs Your Child May be in a Gang

No single sign is proof that a child is involved in gang activity. However, the risk increases with each additional sign the child exhibits.

Truancy

Decline in grades

Change of friends

Keeping late hours

Alcohol and other drug use

Having large sums of money or other items that cannot be explained

Developing attitude problems with parents, teachers, or others in authority

Intensifying anger

Sudden hatred for another group

Glamorizing gangs



# Signs Your Child May be in a Gang

*Continued from page 23*

Wearing gang clothing or placing an importance on certain colors

Withdrawing from the family

Secretive or abrupt changes in behavior

Abrupt changes in musical tastes or clothing styles

Presence of body modifications; including tattoos, scarring, burns, or brands

Presence of gang graffiti in bedroom or on books, clothing, shoes, and posters

Use of hand signs to communicate with gang members, siblings, teachers, and parents

Displaying photos showing gang names, slogans, insignia, hand signals, or people involved in gang activities

Using gang-style language

Participating in gang activities

Associating with known gang members



# Parents

## What You Can Do

Parents are an important factor in preventing high-risk behavior like gang involvement in youth. Below are some tips to help parents keep their children away from gang activity.

1. Talk to your teen about high-risk behavior with gangs and drugs
2. Monitor your teen and set clear rules
3. Identify risk factors for delinquent behavior, violence and gang involvement
4. Recognize warning signs indicating your teen may already be involved
5. If your teen is involved with a gang - **ACT QUICKLY**
6. Get involved in your child's life
7. Get involved in your community
8. Let your child know you love and care about him or her

## Skill Reinforcement

- Play "Family Feud"

## Review and Wrap-Up

- Complete *Using Your Knowledge at Home* on page 26



# Using Your Knowledge at Home

## WORKSHEET 2

What are at least three things you are going to look for at home?

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Now that you are informed and prepared to help your child, what action steps will you take?

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Imagine your child when he or she is 25. What do you see for him or her? Does he or she have a house, a job, a family? What are your hopes and dreams for your child's future?

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## Session 4

# Potential Fines, Penalties, and Incarceration

## Objectives

- Identify the fines and penalties of gang involvement
- Learn the potential for incarceration for gang-related offenses
- Understand the legal consequences of gang membership

## Introduction and Grounding

- Complete *Consequences of Gang Involvement* on page 28

## Educational Component

- Review the fines, penalties, and potential incarceration times relating to gang crime
  - (1) Complete the corresponding notes pages based on the information presented
- Discuss the penalties that may be imposed on parents due to a child's involvement in gang activity



# Consequences of Gang Involvement

## WORKSHEET 1

How does gang membership influence families and youth?

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What are the consequences of being involved with a gang?

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What are the legal penalties when someone is involved in a gang?

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# Laws and Consequences

Complete each section based on “Laws & Consequences” presentation

1. 10-20-Life Gun Enhancement
2. Restitution
3. Register as a Gang Member
4. Injunction
5. Life in Prison
6. Death Penalty
7. Juvenile Law



# Laws and Consequences

*Continued from page 29*

Complete each section based on “Laws & Consequences” presentation

Education Code 48904

PC186.22 Enhancement

Personal Property

Parents Charged

## Skill Reinforcement

- Play “Jeopardy”

## Review and Wrap-Up

- Complete the *Feeling Thermometer* based on today’s presentation on page 31



# Feeling Thermometer

## WORKSHEET 2

In the space provided, write how today's session made you feel. Choose 1 or 2 levels to write your corresponding feelings.

| LEVELS                                   | TRIGGERS          |
|------------------------------------------|-------------------|
| <p><b>Very Uncomfortable</b><br/>100</p> | <hr/> <hr/> <hr/> |
| <p><b>Uncomfortable</b><br/>75</p>       | <hr/> <hr/> <hr/> |
| <p><b>Mildly Comfortable</b><br/>25</p>  | <hr/> <hr/> <hr/> |
| <p><b>Very Comfortable</b><br/>0</p>     | <hr/> <hr/> <hr/> |



## Session 5

# Meeting with Families of Victims and Surviving Parents of Gang Members

## Objectives

- Learn how families of innocent victims of gang violence are impacted by the loss of their loved one
- Discover how surviving parents of a deceased gang member cope with the loss of their child

## Introduction and Grounding

- Introduce yourself to the group and share one thing you learned by attending one of the past sessions or one reason you are taking the anti-gang parenting course

## Educational Component

1. Listen to a panel or watch a video of family members who have lost a loved one due to gang violence
2. Identify important components of today's session that effect you as a parent



# Reinforcement and Review

## WORKSHEET 1

### Skill Reinforcement

What was the most important thing learned from the panel/video?

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What feelings did you have during the panel/video? What caused these feelings?

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How will you apply your new experience with your child and family?

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### Review and Wrap-Up

Complete *What If...?* on page 34



# What if...?

## WORKSHEET 2

### ***What if...***

You could spend more time with your child doing one specific thing, what would it be?

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### ***What if...***

You could change one aspect of your child's behavior, what would you change, and how?

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### ***What if...***

You could teach your children how to deal with mistakes, how would you do it?  
Or if you could provide them with a philosophy for mistakes, what would it be?

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### ***What if...***

You were to name the people that each of your children tries to be like, who would they be?

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# Useful Websites

## Communication

- How to Listen to your Kids  
[www.education.com/reference/article/Ref\\_How\\_listen\\_your\\_kids/](http://www.education.com/reference/article/Ref_How_listen_your_kids/)
- Child Development 12-14 yrs old  
[www.cdc.gov/ncbddd/child/earlyadolescence.htm](http://www.cdc.gov/ncbddd/child/earlyadolescence.htm)
- Child Development 15-17 yrs old  
[www.cdc.gov/ncbddd/child/middleadolescence15-17.htm](http://www.cdc.gov/ncbddd/child/middleadolescence15-17.htm)
- How to Talk to Your Kids about Anything  
[www.talkwithkids.org/first.html](http://www.talkwithkids.org/first.html)
- How to Talk to Your Kids about Feelings  
[www.parentingpress.com/violence/talk.html](http://www.parentingpress.com/violence/talk.html)

## Drugs

- Talking with Kids about Drugs and Alcohol  
[www.talkingwithkids.org/drugs.html](http://www.talkingwithkids.org/drugs.html)
- Parents. The Anti-Drug  
[www.theantidrug.com](http://www.theantidrug.com)
- Drugfree.org Parent Resource Center  
[www.drugfree.org/Parent/](http://www.drugfree.org/Parent/)
- ParentsEmpowered.org  
[www.parentsempowered.org/](http://www.parentsempowered.org/)
- Streetdrugs.org  
[www.streetdrugs.org/](http://www.streetdrugs.org/)
- Foundation for a Drug Free World  
[www.drugfreeworld.org/](http://www.drugfreeworld.org/)
- Early Intervention Team  
[www.earlyinterventionteam.org/](http://www.earlyinterventionteam.org/)
- Office of National Drug Control Policy
  - Street Terms:  
[www.whitehousedrugpolicy.gov/streetterms/](http://www.whitehousedrugpolicy.gov/streetterms/)
  - Juveniles and Drugs:  
[www.whitehousedrugpolicy.gov/drugfact/juveniles/index.html](http://www.whitehousedrugpolicy.gov/drugfact/juveniles/index.html)



# Useful Websites

*Continued from page 35*

## Gangs

- Gangs Or Us  
[www.gangsorus.com](http://www.gangsorus.com)
- Know Gangs  
[www.knowgangs.com](http://www.knowgangs.com)
- Street Gangs  
[www.streetgangs.com](http://www.streetgangs.com)
- National Youth Gang Center  
[www.iir.com/nygc](http://www.iir.com/nygc)
- Office of Juvenile Justice and Delinquency Prevention: Youth Gang Prevention Initiative  
[ojjdp.ncjrs.org/programs/antigang/index.html](http://ojjdp.ncjrs.org/programs/antigang/index.html)
- Latin American Youth Center  
[www.layc-dc.org](http://www.layc-dc.org)
- COPS Office: Gangs  
[cops.usdoj.gov/Default.asp?Item=1593](http://cops.usdoj.gov/Default.asp?Item=1593)
- National Youth Violence Prevention Resource Center  
[www.safeyouth.org](http://www.safeyouth.org)
- Gang Resistance Education And Training  
[www.great-online.org](http://www.great-online.org)

## Laws

- California Gang-Related Laws  
[www.iir.com/nygc/gang-legis/california.htm](http://www.iir.com/nygc/gang-legis/california.htm)
- California Gang Laws  
[www.streetgangs.com/laws/cal.html](http://www.streetgangs.com/laws/cal.html)
- Kids and the Law  
[www.calbar.ca.gov/calbar/pdfs/cbj/2007-Kids-Law-English.pdf](http://www.calbar.ca.gov/calbar/pdfs/cbj/2007-Kids-Law-English.pdf)



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